

**DEPARTMENT OF EDUCATION  
SPECIAL EDUCATION PROGRAMS  
Leola School District  
Accountability Review - Monitoring Report 2011-2012**

**Team Members:** Chris Sargent, Team Leader; and Roxanne Uttermark, Team Member

**Dates of On Site Visit:** January 4<sup>th</sup>, 2012

**Date of Report:** February 3, 2012

**All non-compliance must be corrected within 1 year of this report date. Date Closed:**

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**Program monitoring and evaluation.**

In conjunction with its general supervisory responsibility under the Individuals with Disabilities Education Act, Part B, Special Education Programs (SEP) of the Office of Educational Services and Support shall monitor agencies, institutions, and organizations responsible for carrying out special education programs in the state, including any obligations imposed on those agencies, institutions, and organizations. The department shall ensure:

- (1) That the requirements of this article are carried out;
- (2) That each educational program for children with disabilities administered within the state, including each program administered by any other state or local agency, but not including elementary schools and secondary schools for Native American children operated or funded by the Secretary of the Interior:
  - (a) Is under the general supervision of the persons responsible for educational programs for children with disabilities in the department; and
  - (b) Meets the educational standards of the state education agency, including the requirements of this article; and
- (3) In carrying out this article with respect to homeless children, the requirements of the McKinney-Vento Homeless Assistance Act, as amended to January 1, 2007, are met. (Reference- ARSD 24:05:20:18.)

**State monitoring--Quantifiable indicators and priority areas.**

The department shall monitor school districts using quantifiable indicators in each of the following priority areas, and using such qualitative indicators as are needed to adequately measure performance in those areas:

- (1) Provision of Free Appropriate Public Education (FAPE) in the least restrictive environment;
  - (2) Department exercise of general supervision, including child find, effective monitoring, the use of resolution meetings, mediation, and a system of transition services as defined in this article and article 24:14; and
  - (3) Disproportionate representation of racial and ethnic groups in special education and related services, to the extent the representation is the result of inappropriate identification. (Reference-ARSD 24:05:20:18:02.)
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**State enforcement -- Determinations.**

On an annual basis, based on local district performance data, information obtained through monitoring visits, and other information available, the department shall determine whether each school district meets the requirements and purposes of Part B of the IDEA...

Based upon the information obtained through monitoring visits, and any other public information made available, Special Education Programs of the Office of Educational Services and Support determines if the agency, institution, or organization responsible for carrying out special education programs in the state:

- Meets the requirements and purposes of Part B of the Act;

- Needs assistance in implementing the requirements of Part B of the Act'
- Needs intervention in implementing the requirements of Part B of the Act; or
- Needs substantial intervention in implementing the requirements of Part B of the Act. (Reference-ARSD 24:05:20:23.04.)

#### Deficiency correction procedures.

The department shall require local education agencies to correct deficiencies in program operations that are identified through monitoring as soon as possible, but not later than one year from written identification of the deficiency. The department shall order agencies to take corrective actions and to submit a plan for achieving and documenting full compliance. (Reference-ARSD 24:05:20:20.)

#### **1. GENERAL SUPERVISION / STATE PERFORMANCE PLAN COMPLIANCE INDICATOR**

**State Performance Plan - Indicator 3:** Participation and performance of children with disabilities on statewide assessments.

1. Percent of districts meeting State's AYP objectives for progress for disability subgroup.
2. Participation rate for children with IEPs in a regular assessment with not accommodations; regular assessment with accommodations; alternate assessment against grade level standards; alternate assessment against alternate achievement standards.
3. Proficiency rate for children with IEPs against grade level standards and alternate achievement standards.

#### Corrective Action:

##### **Prong 1: Correct each individual case of noncompliance**

Through a review of three student files, data gathered by the team indicated accommodations/modifications were not consistently provided, used for instruction during the assessment administration or documented appropriately.

Student:	Required Action:	Data To Be Submitted:
	<p>Document the specific activities and procedures that will be implemented and the data/criteria that will be used to verify compliance.</p> <p><b>Activity/Procedure:</b></p> <ol style="list-style-type: none"> <li>1. The district will review current policy/procedure to determine why discrepancies are occurring.</li> <li>2. Develop a process that will allow for the appropriate documentation and provision of accommodations for state/district assessments.</li> <li>3. Train IEP staff and testing coordinator in the procedures/process.</li> <li>4. Implement procedures and collect data to verify accommodation are appropriately documented and provided during state/district assessments.</li> </ol>	<p>The district will collect and submit to SEP the following data:</p> <ol style="list-style-type: none"> <li>1. Written description of the districts review process to identify why the discrepancies are occurring.</li> <li>2. Written description of the process the district will implement to correct the discrepancies.</li> <li>3. Training documentation to include the date staff training occurred, name of individual who provided the training and sign-in sheet with the names of all participants/position titles, who attended the training.</li> </ol>
<b>Timeline for Completion: March 15<sup>th</sup>, 2012</b>		

##### **Prong 2: Correctly implement the specific regulatory requirements (i.e. achieved 100% compliance), based on the SEA's review of updated data.**

#### **Required Action:**

Implement policy/procedure/practice identified in Prong #1.

#### **Data To Be Submitted:**

Data submitted for Prong #1 will be used to verify correction.

**All non-compliance must be corrected within 1 year of this report date.**

**Target Date for Completion: March 15, 2012**

**Status Report:**

**State Performance Plan – Performance Indicators**

**Indicator 3 – Participation/Performance on Assessment**

B -Participation rate for children with IEP's in a regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade level standards; alternate assessment against alternate achievement standards.

State Target: 99.2% or higher

District Rate: 100%

District Response: Unless there would be an extenuating circumstance, ALL students will participate in statewide assessments. Make-up dates are set for those students that are absent during the testing.

C-Proficiency rate for children with IEP's against grade level standards and alternate achievement standards.

State Target: 69% or higher

District Rate: 14.29%

District Response: Data retreat/analysis of data to detect district areas to be targeted. Target standards that need to be addressed on an individual basis.

Review curriculum/intervention strategies and materials.